

POLICY

Residential juvenile justice facilities providing educational services must prepare and use lesson plans to administer services to each youth in general and special education programs.

PURPOSE

To ensure youth education services are provided in a logical, organized, and continuous manner that supports effective classroom instruction and complies with applicable laws and regulations.

DEFINITIONS

See JRG, JJ Residential Glossary.

**RESPONSIBLE
PARTY**

Facility director or designee, school administrator, and teachers.

PROCEDURE

Each facility providing on-site educational services must develop and implement a written procedure relating to lesson plans. This procedure must contain the following requirements:

Written Daily Plans

All teachers must prepare detailed descriptive daily lesson plans to guide the learning experiences of each youth in the classroom. Plans must include:

- Benchmarks.
- Goals.
- Objectives.
- Activities.
- Exercises.
- Resources.
- Evaluations.

The lesson plans must be in writing and in a format approved by the facility director.

The lesson plans must be located in the classroom so they are readily available for use in the event a substitute teacher replaces the teacher who is normally scheduled.

**Special Education
Lesson Plans**

Special education lesson plans must address and be consistent with the goals as well as the academic and affective benchmarks in the youth's individualized education program.

Special education lesson plans must document systematic meaningful planned activities aimed at achieving the education program goals and benchmarks.

Special education lesson plans may be written to apply to a group of special education youths in limited cases where the youths have common needs and planned activities. However, individual lesson plans for each special education youth must be written when needed to address the individual educational needs and strengths of each youth.

Special education lesson plans must describe the use of supplemental aids, services, and assistive technology where applicable.

Special education lesson planning must be evaluated; teachers must prepare summary evaluative notes reflecting youth progress each week.

**General Education
Lesson Plans**

General education lesson plans must have sufficient detail to support:

- Differentiated learning.
- Youth achievement toward curriculum benchmarks.

Teachers must collaborate with their youths in preparation of an education development plan. This plan must require goal setting and accomplishment. Teachers must structure their lesson plans to reflect an ongoing process that is connected to the youth's goals in their plan.

There must be written individualized goals/benchmarks in each curriculum area for each youth.

**Lesson Plan
Process**

Teachers must submit their weekly lesson plans to the facility director or designee prior to leaving work on the Thursday preceding the week that the lesson plan is to be implemented.

The facility director or designee must review and approve the lesson plans. In cases where there are questions or issues which prevent approval, the facility director or designee must resolve these issues prior to use of the lesson plans.

The teacher must leave a duplicate copy of their weekly lesson plan on their classroom desk or at a facility designated location readily accessible for a substitute teacher.

Lesson plans must address the expectations of staff and each youth for achieving mastery of curriculum standards. Lesson plans must reflect assignments made from the curriculum, textbooks and supplementary materials/supplies approved by Bureau of Juvenile Justice School Improvement Committee.

Lesson plans and weekly teacher evaluations must be retained in accordance with the record retention schedules and made available for licensing and other authorized inspection staff.

AUTHORITY

Section 504 of the Rehabilitation Act of 1973, 29 USC 791 et seq.

The Americans with Disabilities Act of 1990, 42 USC 12101 et seq.

Individuals with Disabilities Education Improvement Act of 2004, 20 USC 1400 et seq.

Michigan Department of Education Administrative Rules for Special Education.